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INTRODUCTION

California State University (CSU) is the largest and most diverse university system of higher education in the United States, and one of its most affordable. In turn, California State University Long Beach (CSULB), which enrolls almost 40,000 students, is one of the largest campuses in the CSU system and the second largest university in the state of California by enrollment, as well as the 25th largest University in the United States. CSULB has been ranked as one of the top five public master’s universities in the West by U.S. News & World Report’s ‘America's Best Colleges Guide’ for six consecutive years (2005-2011). In 2007 and again in 2009, CSULB was ranked by the Princeton Review as third in the nation for ‘best value’, making it the only University in the CSU system to receive such recognition.

The Department of Philosophy at CSULB offers a rigorous program of study and philosophical training in a supportive environment, leading to the degree of Bachelor of Arts (BA) and to the degree of Master of Arts (MA). Currently, there are approximately 175 undergraduate majors working toward the BA, and approximately 35 graduate students working toward the MA. Undergraduate students can also take advantage of the Departmental Honors Program and its Pre-Law Emphasis.

The Department is home to the Center for Applied Ethics, and previously to the Cognitive Science Group and the Center for the Advancement of Philosophy in the Public Schools. It also occasionally hosts a variety of Professional conferences and talks in Philosophy, and an annual ‘Philosophy Day’ workshop in the spring term.

The curriculum offered by the Department excels in both breadth and depth, and the teaching and research interests of its Faculty subsumes a number of core areas of Philosophy. The areas of specialization for tenured and tenure-track faculty members include: Philosophy of Mind, Psychology, and Cognitive Science; Early Analytic Philosophy; Philosophy of Language and Linguistics; American Philosophy and Pragmatism; Philosophy of Science; Early Modern and Modern Philosophy; Metaphysics; Metaethics; Applied and Normative Ethics; Epistemology; Philosophy of Law; and Philosophy of Religion.

Graduate students receive intensive orientation to post-baccalaureate study in the Department’s first-year proseminar, and have a variety of 500- and 600-level courses and seminars available to them thereafter. Additionally, students in the graduate program often receive specialized, one-on-one attention from faculty. Finally, in advancing to candidacy, students elect one of two main options. The thesis option requires an extended expository and critical essay in Philosophy. The examination option requires the student to pass comprehensive examinations in three approved fields chosen by the student and approved by the faculty.

The MA program in Philosophy at CSULB serves several target groups, including: Philosophy majors who wish to gain more background and/or raise their cumulative
grade point average before applying to a Ph.D program; Philosophy majors who are undecided about pursuing a Ph.D but who want to try out graduate level work before making a decision; graduates of other disciplines who wish to acquire more philosophical background before beginning a Ph.D program; Philosophy majors who may wish to prepare themselves at a minimal level for full- or part-time teaching at community colleges; and older students wishing to return to school for personal enrichment.

The MA program has a strong placement record comparable with the world’s best terminal MA programs. Graduates of the MA program have entered Ph.D programs in some of the world’s top Universities, including the universities of Wisconsin, Toronto, Boston, Indiana, Texas, Minnesota, Maryland, Michigan, Oregon, UCLA, UCSD, UCI, UCR, UCSB, USC, Syracuse, York, Johns Hopkins, Notre Dame, Florida State, Ohio State, Vanderbilt, London School of Economics, Fordham, Washington University in St. Louis, Utah, Illinois, and many others besides. For more detailed information, see the final section on placement (and/or the Departmental website for information on thesis titles and individual’s placement)

The Student Philosophy Association (SPA) exists to provide a forum for the discussion by peers and faculty of short papers by graduate students; to promote the welfare of students and the Department; to foster social activities among Philosophy majors and graduate students; and to host a number of philosophically oriented events throughout the semester

Graduate students and senior undergraduates are encouraged to submit papers for publication, or for presentation or co-presentation at conferences. Previous students have presented papers at many different conferences, such as: CSULB colloquia and the annual CSU research competition, the American Philosophical Association, and the Western Social Science Association.

The Department of Philosophy hopes that this graduate handbook will be helpful to prospective and current students. Every effort has been made for accuracy, though it is important to note that both university and department policies change from time to time. Accordingly, this booklet should be read in the spirit in which it is offered: as a helpful summary of the graduate program in Philosophy, and not as a substitute for regular faculty consultations and careful reading of the university catalog.

**ADMISSION SCHEDULE**

Applicants must apply to both the University and to the Department of Philosophy for admission to the Master’s Program. Applicants who have already been admitted to the University but are changing their objective to the MA in Philosophy should file a change of objective form available in the Department. Applications for admission must be completed and submitted by:

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<thead>
<tr>
<th>Applying for Term</th>
<th>Deadline to Complete Application</th>
<th>Notification of Decisions Begins</th>
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<tbody>
<tr>
<td>Spring 2010</td>
<td>All CSU admissions closed</td>
<td>All CSU admissions closed</td>
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<tr>
<td>Fall 2010</td>
<td>February 2nd (02/02/2010)</td>
<td>March 5th (03/05/2010)</td>
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<td>Fall 2011</td>
<td>March 1st (03/01/2011)</td>
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<td>Spring 2012</td>
<td>November 14th (11/14/2011)</td>
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<td>Fall 2012</td>
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<td>Spring 2013*</td>
<td>November 16th (11/16/2012)</td>
<td>December 14th (12/14/2012)</td>
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<td>Fall 2013</td>
<td>April 15th (04/15/2013)</td>
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<td>Spring 2014</td>
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<td>Fall 2014</td>
<td>June 14th (06/14/2014)**</td>
<td>June 14th (06/14/2014)</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>November 20th (11/20/2012)</td>
<td>December 5th (12/5/2011)</td>
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*Open only to International Applicants with F-1 Visa

**Late applications considered on a case-by-case basis

Applications to the University are completed and submitted online through CSU Mentor, which can be located at: <http://www.csumentor.edu/AdmissionApp/>. Applications to the Department are sent to the attention of the Graduate Advisor. Students who are concerned about the completeness of their applications or have other queries should contact the Graduate Advisor.

**ADMISSION REQUIREMENTS OF THE UNIVERSITY**

To be admitted for graduate study at CSULB, students must satisfy the following four minimal requirements: (i) completion of a four-year college program of study leading to an acceptable baccalaureate degree from an accredited institution; (ii) good standing at the last college or university attended; (iii) a grade point average (GPA) of at least 2.5 in the last 60 semester or 90 quarter units attempted, excluding lower-division and extension coursework taken after the degree; and (iv) satisfaction in meeting the professional, personal, scholastic and other standards for graduate study, including qualifying examinations, as prescribed by the program.

**ADMISSION REQUIREMENTS OF THE DEPARTMENT**

Admission to the graduate program is competitive. The Department receives anywhere from 30-60 applications each year for some 10-12 openings, and the quality of applications has been steadily increasing over the last few years.
To be admitted to the graduate program in Philosophy, applicants must—in addition to satisfying the University requirements—have an academic background that provides evidence of philosophical promise. Such evidence may include strong GRE scores, a significantly high GPA over the last two years, advanced or honors coursework, or demonstration of research abilities or scholarly commitment. Applicants need not have majored or even minored in Philosophy, and in fact we encourage interested and competent students from all backgrounds to apply. However, note that admission is competitive, and each applicant shall be evaluated on the merits of her or his own application. Applicants typically go far beyond these minimal requirements. For instance, while having majored or even minored in Philosophy is unnecessary for admission, many applicants have a prior program of study that includes more than 15 units of upper-division Philosophy courses. In some cases, the Department may recommend or require additional coursework in Philosophy prior to advancement to candidacy.

**CONDITIONAL ADMISSION AND DEFICIENCIES**

The MA program at CSULB is ideal for students who minored in Philosophy or who majored in a closely related discipline, but who want to continue their formal education in Philosophy.

A student who does not have a course of study comparable to that required for the BA in Philosophy at CSULB, but whose record evinces a high level of academic performance, may be conditionally admitted to the program. Conditionally admitted students usually spend their first semester rectifying certain deficiencies in their prior coursework in Philosophy and background knowledge of the subject. These so-called ‘deficiencies’ are determined by the Graduate Advisor after a close examination of the student’s transcripts and other academic records.

Deficiencies are of two sorts: (i) unit deficiencies, and (ii) area deficiencies. Again, most applicants typically have a prior program of study that includes more than 15 units of upper division Philosophy courses; applicants whose records and transcripts to date do not demonstrate this level of upper-division coursework may have unit deficiencies that need to be rectified. A graduate student has area deficiencies if she or he has not yet demonstrated proficiency in a diverse range of core areas, such as course work covering the History of Philosophy from ancient Greece through the late modern period, as well as in Epistemology, Metaphysics, Ethics, and Symbolic Logic. (A grade of B earned in a semester or quarter course is sufficient for such demonstration.)

Both unit and area deficiencies can be rectified by either earning the appropriate number of upper-division units, or by successfully completing an appropriate undergraduate course in the area, respectively. Another option for rectifying an area deficiency, however, is to attempt to test out of the requirement. The latter option is primarily available for a deficiency in logic.

None of the courses taken to rectify a deficiency will count toward the minimum of 30 units required for the MA degree. Students who anticipate being conditionally admitted with deficiencies should contact the Graduate Advisor early in the admissions
process and upon beginning the MA program in order to facilitate assessment and to plan a program of study.

**ADMISSION MATERIALS**

Applicants must apply to both the University and, separately, to the Philosophy Department. After applying to the University, applicants should submit the following materials to the Department to the attention of the Graduate Advisor:

1. a copy of the university application
2. at least two letters of recommendation
3. a brief statement of purpose
4. a writing sample

The statement of purpose should be no more than two pages, and should engage the following 3 items: (i) educational and career goals, including how an MA in Philosophy would facilitate those goals; (ii) the student’s focal interests in Philosophy, including which areas the student anticipates specializing in; and (iii) the ways in which the Department and its MA program seem well-suited to the applicant’s interests and career goals.

The writing sample should be between 5 and 15 pages. The Department encourages applicants to submit an example of their best academic writing, although a sample of writing in Philosophy is preferred. Writing samples are used to determine applicants’ abilities in composition, reasoning, scholarship, analysis, argumentation, as well as their knowledge of the conventional standards regulating academic writing.

The Department does not require the GRE for admission, but applicants may submit their scores at their discretion. Students with high GRE scores have a major advantage in the admissions process.

Preferably, all of these materials can and should be emailed to the Director of the Graduate Program, Cory Wright <cory.wright@zoho.com>. Alternatively, applicant materials can be posted to the following address:

*Attention:* Dr. Cory Wright, Graduate Coordinator
Department of Philosophy (MHB 917)
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840–2408 USA

**NEW STUDENT ORIENTATION**

The University regularly holds a new-student orientation on weekends immediately prior to the beginning of the Fall semester. New students should arrange to attend this introduction to the University. For more information, students can contact the Academic
Events Office or the Office of Graduate Studies. The orientation introduces students to faculty, staff, and prospective colleagues, provides students with information about the variety of University services available, familiarize students with the campus, explains the expectations and nature of a post-baccalaureate education at Cal State Long Beach, and provides an opportunity for asking general and specific questions.

Additionally, the Graduate Advisor convenes a new student orientation to help introduce students to the Department of Philosophy. Historically, this orientation is typically held during the first week of its Proseminar. The orientation provides students with an overview of the program and curriculum, and introduction to its teaching and research strengths, and an opportunity to have questions answered. At that time, students are also made familiar with this Graduate Handbook.

**ADVISING**

New students should arrange, as early as possible, for an appointment with the Graduate Advisor to discuss their goals, to get acquainted with policies, to plan a program of study, and to anticipate any special problems (e.g., unit or area deficiencies). Thereafter, students should consult with the Graduate Advisor at least once a semester, or else whenever there is an impending step or major change in her or his current program (basic qualifying examination (BQE), advancement to candidacy, etc.). Open advising / office hours for the Graduate Advisor are posted in the main office; otherwise, please email for an appointment.

Additionally, students may wish to seek out a faculty advisor early in the graduate career (preferably, during the first or second semester), with whom to work more closely in planning and carrying out their graduate program. The faculty advisor may be any full-time member of the Department of Philosophy who is able and willing to work with the student in this capacity. The student may change the advisor. Normally, once the student has been advanced to candidacy, the chairperson of her or his thesis or examination committee will function as the faculty advisor. The committee chairperson must be a tenured or tenure-track faculty member.

**GRADUATE STUDENT LISTSERV**

A listserv <phil-grad@csulb.edu> has been set up to ease communication with graduate students en masse. Emails to the listserv are received by all graduate students currently in the program. It is lightly moderated by the Graduate Advisor only; faculty, staff, and lecturers can post to the list but do not receive posts. Essentially then, the listserv is a private forum for-and-by graduate students.

The listserv is a great resource for incoming and continuing graduate students to discuss matters amongst themselves: e.g., apartment-hunting, department events and conference announcements, reading groups, new student orientation, rideshare to nearby events, calls for applications, etc. Incoming students are subscribed to the listserv, using the email listed in their application, upon confirmation of their offer of acceptance; upon
subscription, students receive an automated welcome e-mail, which includes basic information about the listserv. Students wishing to update their preferred email address should notify the graduate advisor.

**TENURED & TENURE-TRACK FACULTY**

**Patrick Dieveney**, Associate Professor (PhD, University of Arizona): Metaphysics, Applied Ethics

**Alexander Klein**, Assistant Professor and Undergraduate Advisor (PhD, Indiana University): American Philosophy and Pragmatism (esp. Peirce and James), History of Philosophy of Science, British Empiricism (esp. Hume), History of Analytic Philosophy

**Marcy P. Lascano**, Associate Professor (PhD, University of Massachusetts, Amherst): Philosophy of Religion, Medieval Philosophy, Early Modern Philosophy (esp. Leibniz), Metaphysics, Feminist Philosophy

**Lawrence Nolan**, Professor (PhD, University of California, Irvine): Medieval Philosophy, Continental Rationalism (esp. Descartes and Malbranche), Philosophy of Religion, Metaphysics

**Jason Raibley**, Associate Professor (PhD, University of Massachusetts, Amherst): Normative and Metaethics, Social and Political Philosophy, Existentialism

**Max Rosenkrantz**, Associate Professor (PhD, University of Texas, Austin): Ancient Philosophy (esp. Plato and Aristotle), History of Analytic Philosophy, Political Philosophy, Marxism

**Charles Wallis**, Professor (PhD, University of Minnesota): Philosophy of Cognitive Science, Epistemology

**Nellie Wieland**, Associate Professor (PhD, University of California, San Diego): Normative Ethics, Social Philosophy, Kant, Philosophy of Language, Philosophy of Linguistics, Feminist Philosophy

**Cory D. Wright**, Associate Professor and Graduate Director (PhD, University of California, San Diego): Philosophy of Science, Philosophy of Cognitive Science, Philosophy of Psychology, Philosophy of Language, History of Analytic Philosophy, Metaphysics

**Wayne Wright**, Associate Professor & Department Chairperson (PhD, Temple University): Philosophy of Psychology, Philosophy of Mind
GRADUATE COURSES

PHIL513: CONTINENTAL RATIONALISM (3)
Study of major themes and figures, such as the nature of experience, and Descartes, Spinoza and Leibniz. Prerequisite: at least six units of Philosophy to include the equivalent of PHIL204 or consent of instructor.

PHIL514: BRITISH EMPIRICISM (3)
Study of major themes and figures, such as the nature of experience, and Locke, Berkeley, Hume, Mill. Prerequisite: at least six units of Philosophy to include the equivalent of PHIL204 or consent of instructor.

PHIL516: PRAGMATISM (3)
Study of the development of pragmatism as exemplified in the philosophies of Peirce, James, Dewey, and Rorty. Prerequisite: at least six units of Philosophy or consent of instructor.

PHIL517: PHENOMENOLOGY (3)
Study of one of the major movements of contemporary Philosophy. Themes treated may include experience, knowledge, embodiment, consciousness, sociality, freedom, and religion. Philosophers treated may include Brentano, Husserl, Scheler, Heidegger, Merleau-Ponty, Gurwitsch, Ricoeur, Todes, or Levinas. Prerequisite: at least six units of Philosophy or consent of instructor.

PHIL518: EXISTENTIALISM (3)
Study of main themes in existentialism, including the self, existence-over-essence, freedom and responsibility, God. Philosophers treated may include Kierkegaard, Nietzsche, Heidegger, Jaspers, Sartre, and Camus. Prerequisite: six units of Philosophy to include the equivalent of PHIL270 or consent of instructor.

PHIL519: ANALYTIC PHILOSOPHY (3)
Critical analysis of major movements and figures in the development of Anglo-American Philosophy in the twentieth century. Sample topics: logical atomism; logical positivism; ordinary language Philosophy; Frege; Moore, Russell; Ayer; Ryle; Austin; Strawson; and Quine. Prerequisite: at least six units of Philosophy to include the equivalent of PHIL270 or consent of instructor.

PHIL521: PLATO (3)
Study of Plato's thought, based primarily on readings from the Dialogues. Prerequisite: at least six units of Philosophy to include the equivalent of PHIL203 or consent of instructor.

PHIL522: ARISTOTLE (3)
Study of Aristotle's thought, based primarily on readings from his works. Prerequisite: at least six units of Philosophy to include the equivalent of PHIL203 or consent of instructor.
PHIL523: KANT (3)
Close study of Kant's *Critique of Pure Reason*. **Prerequisite:** at least six units of Philosophy to include the equivalent of PHIL204 or consent of instructor.

PHIL524: HEGEL (3)
Study of Hegel's Philosophy of mind, logic, and other topics in early- and mid-19th c. German Philosophy. **Prerequisite:** at least six units of Philosophy to include the equivalent of PHIL204 or consent of instructor.

PHIL525: WITTGENSTEIN (3)
Close study of the one of the three periods of the Philosophy of Wittgenstein, centering on either the *Tractatus-Logico Philosophicus*, *Philosophical Investigations*, or *On Certainty*. **Prerequisite:** at least six units of Philosophy to include the equivalent of PHIL204 or consent of instructor.

PHIL552: ADVANCED STUDIES IN LAW, PHILOSOPHY, AND THE HUMANITIES (3)
Comparison of how the law is considered by various disciplines; the primary focus is on philosophical and legal methods, with some consideration of other disciplines in the humanities. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL555: PHILOSOPHICAL PERSPECTIVES ON SEX AND LOVE (3)
Philosophical perspectives on sex and love explores philosophical issues concerning sex, gender, and love through readings and discussion of classical and contemporary philosophical sources. **Sample topics:** sexual perversion, romantic love, and gender discrimination are examined. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL570: SYMBOLIC LOGIC II (3)
Advanced philosophical consideration of deductive systems. **Prerequisite:** at least six units of Philosophy to include the equivalent of PHIL270 and/or MATH 330, or consent of instructor.

PHIL571: PROBLEMS IN LOGIC (3)
Selected issues in philosophical logic or Philosophy of logic. **Sample topics:** theories of formality, paradoxes, the history of logic, analytic and necessary truth, dialethism and paraconsistency. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy to include the equivalent of PHIL270 and/or MATH 330, or consent of instructor.

PHIL572: PROBLEMS IN THEORY OF VALUE (3)
Close examination of selected problems in which evaluation provides a central topic of concern, such as those issues commonly discussed in aesthetics, political Philosophy or the Philosophy of law. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.
PHIL.583: PHILOSOPHICAL PSYCHOLOGY (3)
Close examination of psychological concepts, theories, and problems: mind/body problem, visual perception, behaviorism, mental content or intentionality, mental causation, consciousness, psychological laws, mental events, perceptual symbol systems, embodied cognition. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.584: PHILOSOPHY OF LANGUAGE (3)
Philosophical thought about meaning, reference, names, gesture, speech acts, and other aspects of language. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.590: SPECIAL TOPICS: EARLY PHILOSOPHY (3)
Detailed and intensive study of figures, periods or issues in ancient or medieval Philosophy. **Sample topics:** Pre-Socratic Philosophy, post-Aristotelian Philosophy, Aquinas, medieval Philosophy. Specific issues, period, or figures will be announced in the schedule of classes. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.591: SPECIAL TOPICS: MODERN TRADITION (3)
Detailed and intensive study of a significant philosopher, or of some issue or theme of the modern (1600-1900) philosophical era. **Sample topics:** Kant, Newtonian Philosophy of Science, Locke’s philosophical theology. Specific topic will be announced in the schedule of classes. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.592: SPECIAL TOPICS: TWENTIETH CENTURY PHILOSOPHY (3)
Detailed and intensive study of a significant philosopher or of a school or movement of the twentieth century. **Sample topics:** Heidegger; Russell; logical atomism; Quine. Specific topic will be announced in the schedule of classes. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.593: SPECIAL TOPICS: METAPHYSICAL STUDIES (3)
Close study of a selected topic in metaphysics. Specific topic will be announced in the schedule of classes. **Sample topics:** time; mathematical Platonism; universals. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.594: SPECIAL TOPICS: EPISTEMOLOGICAL STUDIES (3)
Close study of a selected topic in epistemology. Specific topic will be announced in the schedule of classes. **Sample topics:** nature of justification; the nature of testimony; theories of certainty. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

PHIL.595: SPECIAL TOPICS: LOGIC AND SEMANTICS (3)
Close study of a selected topic in philosophical logic, Philosophy of logic, semantics, or related disciplines. Specific topic will be announced in the schedule of classes. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

**PHIL596: SPECIAL TOPICS: VALUE AND EVALUATION (3)**
Close study of a selected topic in value, evaluation, and normative theory. Specific topic will be announced in the schedule of classes. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** at least six units of Philosophy or consent of instructor.

**PHIL597: TEACHING PHILOSOPHY (3)**
Seminar-style course of special interest to graduate students who intend to pursue a career as teachers in colleges and universities at various levels of instruction. This course also is intended for students who are currently serving as graduate or teaching assistants (Gas, TAs) or who otherwise desire to serve in the future. Topics covered include teaching styles; discussion techniques; syllabus creation; designing effective assignments; grading; engaging undergraduate and graduate students in scholarly research; teaching specialized tutorial courses; the role of teacher-scholar in the profession.

**PHIL599: GRADUATE TUTORIAL (1-3)**
Supervised independent study. May be repeated for credit to a maximum of six units. **Prerequisite:** at least six units of Philosophy or consent of instructor.

**PHIL610: PROSEMINAR (3)**
Introduction to Graduate-level Philosophy, with emphasis on basic level skills in analysis, research, and composition. Content varies. **Prerequisite:** conditionally classified status in Philosophy.

**PHIL620: SEMINAR IN HISTORY OF PHILOSOPHY (3)**
Close study of selected subjects in the history of Philosophy. Familiarity with language of origin may be required. May be repeated with different subjects for a maximum of six units. **Prerequisite:** equivalent of PHIL203 or PHIL204 or consent of instructor.

**PHIL630: SEMINAR IN PHILOSOPHY OF RELIGION (3)**
This course provides a systematic and critical examination of selected issues, figures, and movements within Philosophy of Religion. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** equivalent of PHIL330 or consent of instructor.

**PHIL640: SEMINAR IN METAPHYSICS (3)**
This course provides a systematic and critical examination of selected issues, figures, and movements within metaphysics. May be repeated for a maximum of six units, subject to suitable variation in course content. **Prerequisite:** equivalent of PHIL342 or consent of instructor.

**PHIL663: SEMINAR IN ETHICS (3)**
This course provides a systematic and critical examination of topics, figures, and theories that are central to moral and ethical reasoning. May be repeated for a maximum of six units, subject to suitable variation in course content. *Prerequisite:* equivalent of PHIL363 or consent of instructor.

**PHIL.680: SEMINAR IN EPISTEMOLOGY (3)**
This course provides a systematic and critical examination of selected issues, figures, and movements within epistemology. May be repeated for a maximum of six units, subject to suitable variation in course content. *Prerequisite:* equivalent of PHIL382 or consent of instructor.

**PHIL.681: SEMINAR IN THE PHILOSOPHY OF SCIENCE (3)**
This course provides a systematic and critical examination of selected issues, figures, and movements within Philosophy of Science. May be repeated for a maximum of six units, subject to suitable variation in course content. *Prerequisite:* equivalent of PHIL381 or consent of instructor.

**PHIL.690: SEMINAR IN SELECTED TOPICS OF CURRENT INTEREST (3)**
Discussion and critical evaluation of advanced work (which may include original research of faculty and graduate students) in selected topics of current interest to professional philosophers. *Sample of recent topics:* well-being; color and color perception, feminism, John Stuart Mill’s *On Liberty*; realism. If demand for more than one subject exists, multiple sections may be given in any one semester. May be repeated for a maximum of six units, subject to suitable variation in course content. *Prerequisite:* consent of instructor.

**PHIL.697: DIRECTED RESEARCH (1-3)**
This course is intended for preparation of the prospectus for the thesis option or else preparation and completion of comprehensive exams in Philosophy. May not be repeated for credit. *Prerequisite:* classified status, and consent of the student’s advisor or the Graduate Advisor.

**PHIL.698: THESIS (1-6)**
This course is intended for preparation and completion of a thesis in Philosophy. *Prerequisite:* advancement to candidacy, and consent of student's advisor or the Graduate Advisor.

**PROSEMINAR**
The Department of Philosophy offers PHIL.610: Proseminar, which is designed to initiate first-semester graduate students into the program, and, more generally, to introduce philosophy as it is practiced at higher levels of professional academic competence. The philosophical topic and methods of instruction will vary based on the faculty member teaching the course; recent topics have included works in the history of Early Modern Philosophy, issues in well-being and happiness, color and color perception, and
empiricist theories of vision and optics. The course material will be appropriate for new graduate students (i.e., it will not require previous graduate level work in philosophy), and will focus on developing the analytical, writing, and research skills that are required to complete the MA program successfully.

The proseminar allows students to become familiar with the expectations of the department and its faculty, including the requirements of the program, the department’s basic qualifying examination (BQE), the thesis option and non-thesis comprehensive exams. Students are trained in how to conduct themselves in a graduate-level setting, how to analyze texts through presentations and discussion, how to write focused argumentative papers, how to conduct philosophical research, how to properly cite sources and avoid common causes of plagiarism, and other related skills. Additionally, the course brings incoming cohorts together in a shared academic experience with a clear, uniform sense of academic standards.

Satisfactory performance in the proseminar is required of every graduate student and is a necessary condition on advancement to candidacy. The proseminar ought to be taken in the first semester of study (students admitted with deficiencies ought to take the proseminar immediately after those deficiencies have been rectified).

**ACADEMIC LOAD**

A normal academic load for a graduate student is six to nine units per semester. The maximum load for graduate students is 16 units per semester. Students who are employed full time should be careful about not enrolling in more than 6 units per semester. Regular consultation with the Graduate Advisor is encouraged. Note that the University designates part-time study as 6 units per semester, and full-time study as 12 units. A significant difference between these two is primarily the cost of tuition/fees. Students should plan out a program of study with the graduate advisor that optimizes their academic load along several parameters, such as time to degree, cost, curricular offerings, availability of thesis supervision, and impact of other personal, family, work or other non-academic constraints.

**PROTOTYPICAL GRADUATE PROGRAM OF STUDY**

*Preliminaries*

Once admitted to the University and Department, the student should attend the new student orientations offered by both the University and Department at the beginning of the Fall term of matriculation. Following orientation, students should meet with the Graduate Advisor to review previous academic experience, possible deficiencies in undergraduate preparation, and program requirements and policies. Students should prepare a preliminary program of study. Part-time students, or full-time students with unit and/or area deficiencies, may need to make modifications in the suggested schedule.

At any time during your course of study, a student may take an official one or two semester leave-of-absence with approval of the Graduate Advisor. However, Any
Unauthorized break in continuous enrollment will cause a student to be dropped from the program.

**Semester I**
Students should register for 6-9 units of approved graduate courses. At least 3 of these units must be in PHIL610, as the proseminar must be taken in the first semester of residence. (If admitted with deficiencies, students should begin rectifying deficiencies as quickly as possible, and should consult the Graduate Advisor about whether to take PHIL610 in the his or her first semester in residence or in the subsequent Fall semester.) Students may take either portion of the Basic Qualifying Examination (BQE). Toward the end of the semester, students should meet with the Graduate Advisor to review current progress and update plans for semester II.

**Semester II**
Students should register for up to 12 units of approved graduate courses, at least 3-6 units of which should be at the level of 600-series courses. Students admitted without unit and/or area deficiencies must attempt both portions of the BQE. Students admitted with deficiencies may attempt either portion of the BQE. Students should also begin thinking about possible thesis or exam topics, and about possible committee preferences.

**Semester III**
Students should register for up to 12 units of approved graduate courses, at least 3-6 units of which should be at the level of 600-series courses. Students admitted with deficiencies must attempt both portions the BQE. Students without deficiencies must pass both portions of the BQE. Students should submit a prospectus for the thesis or comprehensive exam option and attempt to advance to candidacy.

**Semester IV**
Students pursuing the comprehensive examination option should register for 3 units of PHIL697: Directed Research. Students pursuing the thesis option should register for 6 units of PHIL698: Thesis Research. The balance of remaining units, if any, should be taken in approved graduate courses. Students admitted with deficiencies must have passed both portions of the BQE. Students should consult with the Graduate Advisor regarding the deadline for submission of thesis or scheduling of comprehensive examinations, and for preparing for the oral defense of their thesis where relevant.

**DIRECTED STUDIES**

Directed independent studies allow students to pursue a well-defined research project under the supervision of a faculty member, affording each the opportunity to work together closely on a project of mutual interest. Often, the ideas for directed independent studies are a product of previous coursework in the same area with the same faculty member. For example, a student who takes PHIL519: History of Analytic Philosophy may desire to develop a deeper knowledge of particular figures in that tradition, such as Bosanquet, Frege, Moore, Russell, Wittgenstein, Schlick, Carnap, or Tarski. Indeed,
students will want to have completed some coursework with a faculty member before soliciting him or her about working on the student’s own ideas and research interests. Students should negotiate a reasonable reading list and set of assignments with the faculty member prior to registering for a directed study course (preferably in writing; see the Department Coordinator for the appropriate forms). Readings and assignments for a directed study should be equivalent to a regular graduate level course in both rigor and quantity.

Students typically elect to enroll in PHIL599: Directed Studies for the purpose of developing the project for either the thesis or exam option. Another acceptable use of directed studies is to explore advanced or specialized topics in Philosophy for which no regular graduate course is likely to be offered by the Department (e.g., modal logic, set theory). It is also appropriate for students to enroll in directed studies as a means to develop research papers for submission to Philosophy conferences or journals through substantial revision and further research.

Directed studies classes are not appropriate substitutes for regular courses. Occasionally, however, students may take a directed studies course as a substitute for a course that is both important to their educational goals and which the student could not otherwise take. In such cases the student should fulfill all reading and course assignments for the graduate course as specified in a syllabus used for a recent graduate level offering of the course.

For example, suppose a student is interested in Political Philosophy, Jurisprudence, Philosophy of Law, and Social Philosophy. In the absence of a 600-level graduate seminar, the student might—with approval of the Graduate Advisor and Instructor of Record—enroll in PHIL599. The course might then have two components. First, the student might audit and complete a concurrently-running course, such as PHIL351i: Political Philosophy or PHIL451i: Liberty and Justice: Race, Gender and Ethnicity in American Law. The second component of the PHIL599 independent study would then consist in some further set of requirements to legitimize it as a bona fide graduate course fit for 3 units of 500-level credit. This could be, for example, a set of oral presentations, a longer research paper, an additional term paper or examination, a set of research reports, and so forth.

Directed studies are taken as PHIL599 course and can count for up to six units of the required 30 units for graduation. Students must consult with the Graduate Advisor and complete the directed studies contract before registering for a directed studies course. Prior to commencing the course, students should also fill out a contractual form regarding the course content and requirements, which is available in the Department’s front office.

**BASIC QUALIFYING EXAMINATION**

The Basic Qualifying Examination (BQE) is a pass/fail examination given twice in the academic year: once in the Fall semester and once in the Spring. The exam consists in two parts: a text portion, which usually involves two questions on each of two journal-length articles or chapters across a variety of subdisciplines, and an analytic portion, which usually consists in four questions on several novel or unfamiliar passages. The
duration of each test is three hours, and the two portions are taken on consecutive weekends in November and April, respectively.

The BQE is a diagnostic exam. Its purpose is as an instrument for checking that students have adequately mastered the basic skills that are prerequisite for the successful study of Philosophy at an advanced level, as well as related pursuits (e.g., teaching at the community college level, entering a top Ph.D program in Philosophy). The BQE also invests both the Department and students’ thesis or exam committees with the confidence to continue supporting and working with them. Additionally, the BQE provides the student with feedback as to their current knowledge and abilities in Philosophy.

The Department of Philosophy requires of every graduate student, as a condition for advancement to candidacy, that they pass both the Analytic and the Text portion of its BQE.

*Orientation*
Early in each semester a special orientation session will be held by the Graduate Advisor to answer any general or particular questions about the BQE and to help students prepare for taking the exam. At the time of orientation, the two articles selected for the text portion are disseminated and posted on the Department Website. Immediately prior to the examination, students will be asked to ‘register’ for the exam in the form of an RSVP.

*Text Portion*

*Analytic Portion*
The purpose of the analytic portion of the exam is to test a student’s ability to read a novel passage with comprehension and depth of insight so as to be capable of identifying, analyzing, and critically evaluating arguments, concepts, and theses contained with the passage. Questions on this portion are based on short excerpts and passages taken from major philosophical works supplied at the time of the exam; students should expect questions that ask them to delineate any arguments contained in the passage by identifying and differentiating premises and conclusions and restating the argument in standard form; evaluate an argument in the passage, either by arguing for or against premises in the argument or evaluating the logical structure of the argument; identify the thesis of the passage and critically evaluate it; and/or identify and explicate concepts
introduced in the passage by the author and either to apply them appropriately to novel cases or compare them to other concepts in common currency within Philosophy. It is not important, and frequently even discouraged, for the student to focus on the identity of the author of the passage or which school of philosophical thought that it represents. The student should be concerned only with addressing what is specifically asked about the passage.

*When to Take the BQE*

Any student may take either portion of the BQE as early as their first semester in the program; however, students are advised to wait until they have at least completed PHIL610: Proseminar before attempting the BQE. This will give the student a chance to better estimate how to address the prompts on the BQE, how to get acclimated to the expectations of the faculty and department, and how to gauge what level of writing and analysis is sufficient to succeed.

Normally, students take the BQE by their second, third, and/or fourth semesters. Students admitted without deficiencies should have attempted both portions of the BQE by the end of their second semester (academic year), and have passed both portions by the end of their third semester (academic year). Students admitted with deficiencies should have attempted both portions of the BQE by the end of their third semester (academic year), and have passed both portions by the end of their fourth semester (academic year). It is not unusual for students to take the BQE multiple times, and students often improve their analytical abilities over multiple iterations.

Students should attend the organizational meeting in the semester that they are planning to take the BQE. This is particularly the case if she or he is planning on, or needing to, take the text portion.

*Policy for Students Admitted with Conditionally Classified Status*

All of our MA students are admitted to the program in so-called ‘Conditionally Classified Status’. Until students have met the requirements for classified status they may be admitted and attend the university with conditionally classified status.

Conditionally classified students who at entry to the program as a graduate student have been determined to have no deficiencies in prerequisite preparation (i) must have attempted both portions of the Basic Qualifying Exam (BQE) by the end of their second (academic year) semester in the program, and (ii) must have passed both portions by the end of their third (academic year) semester. (Winter term, May intersession, and Summer sessions do not count as academic year semesters). Conditionally classified students who are admitted with deficiencies (iii) must have attempted both portions of the BQE by the end of their third (academic year) semester in the program, and (iv) must have passed both portions by the end of their fourth (academic year) semester.

A necessary but insufficient condition on achieving so-called ‘Classified Status’ is that students satisfy requirements (i) and (ii) above (or else (iii) and (iv) if admitted with deficiencies). Failure to satisfy these two requirements can be considered grounds for dismissal.

If a student fails the BQE twice, and the faculty as a whole deem the student not to have demonstrated the skills necessary to successfully fulfill the requirements for the degree, then the Department may, at its annual review of graduate students, recommend that the student leave the program. However, students are reminded that a departmental
recommendation to leave the program does not constitute academic probation, disqualification, or dismissal from the program (official administrative actions of the university described in the University catalog).

If a student does not comply with the requirement to take and pass the BQE, the Department may elect to classify the student as ‘failing to show satisfactory progress towards the departmental requirements for the degree’, to deny eligibility for departmental scholarships (consistent with the terms of the donation) or other awards or benefits, deny eligibility for Graduate Assistantships, and/or deny eligibility for any course for which permission from the faculty or department is required.

**BQE Grading**

The BQE is graded by the Graduate Committee. All members of the Committee grade each of the two questions for both Analytic and Text portions of the exam, assigning quantitative scores mapped to outcomes of ‘pass’ or ‘fail’. For each portion of the exam, scores on each question are averaged across all committee members. (Necessary for passing a given portion of the BQE is that the averages for each question be above the passing threshold; exceptions to this condition will be determined by the Committee on a case-by-case basis.) The averaged scores for each question are then averaged again between questions to determine a composite score. Lastly, the Graduate Committee meets to deliberate about the results of grading and to achieve some consensus about the overall outcomes.

The Graduate Committee abides by the standard of double-blind review where possible, and certainly by single-blind review. Examinees’ identity is determined solely by our Department Staff, who harbor the decoded information connecting students’ ID numbers to arbitrarily-chosen exam numbers.

It is possible to pass one portion and not pass another. If the student passed only one portion of the exam, she or he is not required to take the entire BQE again, but only to take the portion that he or she did not pass.

Students who have not passed both sections of the BQE by the end of their third semester (in accordance with the policy for conditionally classified students as previously explained) may be dismissed or otherwise asked to leave the program. In such a case, the student may appeal this decision only in cases of compelling special circumstances. Should a student make an appeal, the Department as a whole will review the student’s case and render a decision. If you have any questions or concerns, please contact the Graduate Advisor.

**FORMING A COMMITTEE**

Whether students pursue the thesis option or comprehensive exam option, they must form a committee. For both options, the process usually begins by successfully soliciting a current member of the faculty to serve as the chairperson or faculty advisor. Students should then regularly consult with her or his chair on her project, as well as to determine appropriate persons to invite to fill out the rest of the committee.

For both options, the committee must consist of at least three faculty members. The chairperson and one other member must be a tenured or tenure-track faculty member in
the Department of Philosophy at CSULB. The third member is usually another tenured or tenure-track faculty member in the department, but can be a part-time lecturer in Philosophy, a tenured or tenure-track faculty member in another department at CSULB, or else a person with appropriate qualifications from another university.

Although many part-time lecturers in the Department are generous in volunteering their time for committee service, we request that you remember that the University does not compensate them for this work and most have heavy teaching schedules here and on other campuses.

ADVANCEMENT TO CANDIDACY

Students must advance to candidacy at least one semester before graduation, and must be enrolled in the semester of advancement. Several months before graduation, the student must apply for graduation to CSULB.

To advance to candidacy, a student must be in classified status. Classified status is achieved by (i) satisfactorily completing PHIL 610: Proseminar and (ii) passing both portions of the BQE. Additionally, students must also satisfy the following three requirements to advance to candidacy.

Firstly, the student must demonstrate proficiency in core areas of Philosophy such as Epistemology, Metaphysics, Ethics, and Symbolic Logic. (A grade of ‘B’ or better in a semester course in each of these areas is a standard way of demonstrating proficiency.)

Secondly, the student must satisfy the Graduate Writing Assessment Requirement (GWAR). The standard way of satisfying GWAR is by passing the Writing Proficiency Exam (WPE), which is administered by the University. For more information about the WPE, including test dates, please contact CSULB’s Office of Testing and Evaluation Services (562-985-4007). Students who are unsure about whether they have passed the WPE, or who have passed the WPE but are being contacted about it otherwise, should contact Enrollment Services to ensure that the outcome has been properly recorded. Normally, a student will complete this examination early in graduate study.

Third, and most importantly, the student must compose—under the supervision of a faculty advisor and committee—a prospectus for either a thesis or comprehensive examination, which must be approved by the student’s committee prior to being submitted to the faculty for departmental approval. To submit a prospectus to the faculty for departmental approval, students must first obtain signatures from all committee members. A signature page is available on the Department website. Electronic distribution of the prospectus is acceptable. The Department votes on both the committee and the prospectus.

Although there is no formal language requirement, the Department of Philosophy may require the student to demonstrate proficiency in a foreign language if it is appropriate to the student’s program of study.

Advancement to candidacy upon the recommendation of the Department is of importance to both the Department and the student. Until advanced to candidacy, a student is operating under no official catalog requirements (which can and do change), and is therefore without an approved degree program. Only a student who has been advanced to candidacy may enroll in the thesis course.
CHOOSING THE THESIS OR EXAM OPTION

Students may choose to pursue either the thesis or the comprehensive exam option. Neither option is intrinsically superior to the other, and the Department intends both options to be equivalent in rigor for the purposes of receiving the MA degree. Neither option will increase or decrease students’ changes of being admitted to a Ph.D program, since both options allow for the same possibility, ceteris paribus, of extracting a writing sample. Nevertheless, one option might be more advantageous over the other, relative to factors such as the student’s strengths, topic(s) of interest, goals, coursework, etc.

It is wise for students to seek guidance from both the Graduate Advisor and other faculty in making this choice, particularly if the student wishes to enter a Ph.D program or to teach at the community college level.

In general, the thesis option has the advantage that one can select a single specialized topic of interest; can gain experience in doing advanced philosophical research (of the kind that is important for completing a Ph.D program, or for publishing or presenting conference papers); can obtain practice at writing an essay longer than the standard term paper; and can have a tangible product in hand after completing the program.

In general, the examination option has the advantage that one can investigate multiple but related areas of interest, thus helping students to develop and demonstrate a depth and breadth of knowledge over a broader range of topics; can occasionally finish the degree faster; can work more closely with multiple faculty members (rather than just the faculty thesis advisor).

Both the exam and thesis option require the development of a prospectus that outlines the student’s proposed research, the general rationale for the research, and a bibliography of proposed sources to be used by the student in pursuing the research. The prospectus must be developed in consultation with the student’s committee, and must be approved by the entire committee; following approval, the student must distribute the prospectus to all full-time Faculty within at least one week of a scheduled department meeting. Frequently, students have the Graduate Advisor distribute their prospectus electronically on their behalf.

The Thesis Option
An MA thesis should make a modest contribution to the philosophical literature. The contribution could consist of finding a significant argument to constructively criticize, or a defense of a controversial view. One could also find an original extension of, or argument for, another person’s theory. While students’ theses should contain contributions to philosophical thinking on their thesis topics, they should also recognize that their theses are unlikely to introduce a totally novel and unprecedented position in Philosophy. Good research is almost always grounded in a thorough understanding of the ways in which other people have thought about a philosophical topic or problem. One’s thesis should build on that tradition.

Students who elect the thesis option may, upon being advanced to candidacy, register for 6 units of PHIL698: Directed Thesis. Students normally enroll in these units with their primary faculty thesis advisor (normally the Chairperson of her or his thesis
committee). The Department of Philosophy also encourages students to develop their thesis in close consultation with all members of their thesis committee. One strategy is to submit each chapter to the entire thesis committee as soon as the chapter reaches what the student and the faculty advisor feel is near final form. All theses must conform to the regulations specified in the document titled, *Policies for Format of Theses*, available in the office of the Thesis Reviewer (located in the Library).

An oral defense of the thesis before the student’s thesis committee will normally be required. The defense should be scheduled no later than one week prior to the deadline for submission of the thesis to the Thesis Reviewers office. A separate handout dealing with the oral defense is available from the Department office or Graduate Advisor.

The student’s thesis committee determines the grade for the thesis. Only after the thesis has been completed, and after the committee has signed the approval page, shall the grade be submitted. The final grade for the thesis will be officially recorded only after all the following steps have been completed: (1) the thesis committee has signed the approval page; (2) the Thesis Reviewer has approved the thesis format; and (3) the Dean of Graduate Studies has received the thesis for the University.

Students should check with the Thesis Reviewer for the deadline dates for submission of theses. These dates are usually four weeks prior to the last day of classes for the Fall and Spring semesters and two weeks before the end of the appropriate summer sessions. Students are also urged to attend a workshop on thesis formatting, scheduled by the Thesis Reviewer once each semester.

Students who wish to examine theses approved by the Department may consult its Administrative Coordinator. Copies of theses are available in the Departmental Office and the University Library.

*The Comprehensive Exam Option*

Students who elect the examination option propose three areas of concentration upon which to be examined. The foci may be something as broad as a recognized philosophical (sub-)discipline, or an important philosophical school or movement, or a major philosopher, but may also be as narrow as a particular set of chapters or articles or a book.

Although each of the three areas may be quite distinct and different, there should nevertheless be some internal coherence and cohesion. In particular, there should be some consonant motif or theme running through each exam area that connects them all. Examination questions in these areas may include questions about this overarching connection.

Students who elect the examination option usually register for 3 units of PHIL697: Directed Research upon advancement to candidacy. For those pursuing the exam option, this course has special utility for such candidates in that it allows them to earn units toward their degree while at the same time preparing for and taking their examination. A typical arrangement is for the candidate to register for one unit of PHIL697 with each of the three members of the committee, or else three units of PHIL697 with her or his chairperson relative to the committee make-up. Students who plan to register in PHIL697 are required to obtain in advance the permission of the faculty members involved.

The examinee should come to some agreement with each examiner on the precise format that the exam will take. Often, this will be a research paper or some other form of written essay. The candidate’s committee will be responsible for scheduling the
examination (in consultation with the candidate), for preparing and evaluating the examination, and for reporting its decision to the Graduate Advisor.

Early in the final semester of study for the degree, the candidate should contact the Graduate Advisor and the chairperson of the committee to make arrangements for taking the examination. The Department will notify Enrollment Services, via the Associate Dean of Graduate Studies for the College of Liberal Arts, whether the student has passed or failed the examination. A candidate who has failed will usually be allowed to take the comprehensive examination a second time, and the Graduate Advisor should be contacted for specific procedures for the second attempt. To award a candidate the MA degree for a particular semester, the results of the examination must be reported to the University Dean of Graduate Studies prior to the end of the semester.

WRITING A PROSPECTUS

The goal of your prospectus, whether for the thesis or exam option, is to present the tenured or tenure-track faculty members of the Department of Philosophy with a general outline of your intended project, together with a brief justification of its merit as a research project warranting an MA degree. Your goal should be a concise, well-written document that clearly spells out your project and its relationship to the philosophical literature. The average prospectus is approximately 10-15 pages, excluding a bibliography of approximately 2 pages. Examples of prospectuses for the thesis option are available from the Graduate Advisor; a template is available for prospectuses for the exam option.

A good prospectus for the thesis will have several elements: (1) a clear and concise statement of the position to be articulated and defended in the thesis. (2) A statement relating the student’s position to the philosophical literature, which indicates how your position connects with important thought on the subject by other philosophers. (3) An outline of how exactly the student intends to structure her or his exposition in the thesis. This outline should present a chapter-by-chapter account, indicating how each chapter relates to the overall project. (4) A well-researched bibliography.

A good prospectus for the exam will also have several elements: (1) a clear and concise statement of the exam areas, including some motivation or discussion of the question(s) or problem(s) that the student’s exams will explicitly address. (2) An explanation of the motif or theme that connects at least two of the three different areas. (3) An explanation as to why or how the student’s chosen areas and texts constitute a comprehensive and representative sampling of well-respected works on widely recognized figures or topics. (4) A well-researched bibliography.

The best strategy for writing the prospectus is to start early and interact regularly with the thesis or exam committee. The committee is the student’s resource for advice and feedback on the project while it’s being conceived and developed. The chair of the committee is responsible for deciding when the prospectus is ready for review, and the committee members must agree. Committee members are also the ones who will present the prospectus and defend it to the department. Thus, the more constructive interaction you have with them while writing the prospectus the better. It is important to note that a
student cannot submit a prospectus to the Department on his/her initiative without the approval of the thesis committee.

Some common difficulties with the prospectus that have been occurred in the past are as follows: writing a book report (i.e., don’t merely summarize the position or arguments of another); cutting from whole cloth (i.e., don’t expect to do something totally novel and unprecedented); rushing to market (i.e., don’t hurry the prospectus to meet a deadline—think of it as something that will take numerous drafts and some serious research to complete); long historical exegesis (i.e., there’s no need to trundle over a lengthy synopsis of the history of your topic); personal histories or origin of interest (i.e., however you came to your topic is not relevant to assessing its philosophical merit or its viability as a thesis project).

SUBMITTING A PROSPECTUS

Once your advisor and all committee members have agreed that the prospectus for either the thesis or exam option is complete and satisfactory, the student must obtain the signatures of all committee members. A signature page is available on the Department’s website or from the Graduate Advisor.

The Department recommends that either the Graduate Advisor or the student’s Committee Chairperson electronically distribute the signature page and prospectus on her or his behalf to the faculty. All documents must be distributed at least seven days before the faculty meeting at which the prospectus will be considered. Students can consult the Graduate Advisor, Department Chair, or Administrative Coordinator to determine the dates of department meetings and which faculty members are on duty. A student’s prospectus will not be reviewed by lecturers, adjuncts, or other part-time faculty, and so should not be distributed to them.

Alternatively, the student may elect to prepare hard copies of the signature page and prospectus for distribution to the faculty mailboxes in MHB 917. Please note, however, that students are responsible for any printing and photocopying of their documents, and that the Department does not provide photocopying services for students for this or other purposes.

GUIDELINES FOR THE ORAL DEFENSE

Before the oral defense, students must meet with their committee chairperson. Students should also ensure that the final title and abstract of the thesis, along with the date and time of the defense, are emailed to the Graduate Advisor so the he or she can announce the event.

The oral defense of the MA thesis is a public event in which the student defends the merits of the thesis. The objective of the defense are (a) demonstration by the student of his or her ability to articulate and explain the details of the argument of the thesis; and (b) demonstration of the student's awareness of the thesis’ presuppositions, alternatives,
wider implications, related issues, etc., of his or her ability to respond to questions about these matters.

Following completion, distribution, and informal approval of the thesis by the committee, but before the final thesis grade is awarded, the oral defense is to be scheduled by the student’s Chairperson. (The thesis need not yet have been presented to the Library's Reader.) The defense should not last more than two or three hours. Normally, the defense will begin with an oral abstract of the thesis presented by the student (approximately 15 minutes), followed by questions from the each member of the student’s committee.

Questions may be along any of the following lines: further clarification of details of the thesis; defense of controversial claims made in the thesis; exploration of presuppositions and assumptions of the thesis which are not argued in it; considerations of alternative views and possibilities; connections with wider philosophical issues; comparison of the thesis' point of view or position with another philosophical approach; relationships to other work the student has done, or plans to do; relationships to another disciplinary field or interdisciplinary connection; a specific issue or concern raised by the thesis not already covered in this list.

Immediately following the defense, the thesis committee will meet in private to determine the outcome of the thesis defense. The thesis committee will assign one of three outcomes to the defense: (1) Pass without revision, (2) Pass subject to the satisfactory completion of specified revisions, or (3) Fail. The oral defense will be taken into account in determining the grade for the thesis. The Chair of the thesis committee is responsible for posting announcements in a timely manner indicating the date and place of the defense; chairing the defense itself; and reporting the outcome to the Graduate Advisor. For more information about the oral defense, students can contact the Graduate Advisor.

REQUIREMENTS FOR THE MASTER OF ARTS

The following requirements are necessary for obtaining the Masters degree in Philosophy at Cal State Long Beach:

1. A graduate program of study that consists of not less than 30 units of graduate courses (500 and 600), of which at least 24 graduate units must be in Philosophy. The remaining six units may be taken either in Philosophy or, with the approval of the Graduate Advisor, in another field of study closely related to the candidate’s educational objectives in his or her thesis. The program must include a minimum of nine units from the 600 series. Three of these nine units must be PHIL610: Proseminar. Neither PHIL697: Directed Research nor PHIL698: Directed Thesis count toward these nine units.
2. Satisfaction of the Graduate Writing Assessment Requirement (GWAR).
3. Maintenance of at least a 3.0 (B) average in the academic program of study, and a passing grade on both portions of the BQE, and advancement to candidacy.
4. Satisfactory completion of either a thesis, including oral defense, or else a set of three comprehensive examinations must be achieved.
No course with a grade lower than ‘C’ may be applied toward the fulfillment of degree requirements. All requirements of the degree program must be completed within seven years of the date the program was initiated, unless either an extension of time beyond the limit is approved by the Dean of Graduate Studies, or else outdated work is validated by a suitable examination or other such demonstration of competence.

FOREIGN LANGUAGE

Students intending to pursue doctoral research are advised to consider taking coursework in at least one modern foreign language, such as French, German, or Latin. Although the Department of Philosophy generally does not impose a foreign language requirement, it does reserves the right to require competence in a foreign language if the student chooses to work in an area in which study of the original texts is essential, or in which the major research material is not available in English. The Graduate Advisor or a faculty advisor should be consulted.

GRADUATE STUDIES 700

It is imperative that students maintain continuous enrollment with the university. If a student breaks continuous enrollment, the University will consider the student to have non-matriculated status. Students who break continuous enrollment and have non-matriculated status cannot complete the program or receive an MA degree in Philosophy from CSULB until they successfully reapply for admission to the MA program. And readmission is by no means guaranteed.

If a student requires additional utilization of University facilities (including the Library or computer labs) to complete their thesis or comprehensive examination, then she or he may register for GS700.

GS700 is a zero-unit ‘course’ that is a fraction of the cost of part-time tuition and fees (approximately 10%), and which requires no actual class attendance. Although no unit credit is added to the student’s degree program or transcript, GS700 is considered as one unit of credit for fee payment purposes and for maintenance of continuous enrollment. GS700 also satisfies the requirement of registration in the semester that the student graduates. Students register for GS700 through the College of Continuing and Professional Education (CCPE).

A student can only enroll in GS700 if they have advanced to candidacy, have completed all other coursework integral to their program of study, and have the written approval of the Graduate Advisor. The maximum number of terms in which a student may enroll in GS700 is limited to four.
UNIVERSITY SEVEN-YEAR RULE

Student must satisfy requirements within seven years. All degree requirements must be completed within seven years of the semester in which you attempted the first course for your program. Coursework older than seven years will not count toward the degree.

POLICY ON REVALIDATION OF MA COURSEWORK

The Philosophy Department will revalidate no more than three courses on a student’s Program of Study, should the 7-year rule be exceeded and if individual circumstances warrant it. The Philosophy Department will not revalidate any course for which the student received a grade lower than B. If more than three courses require revalidation, or if the grade for that course is lower than B, then the student must retake that course if it is a requirement for the MA program, or else replace that course with a current course that completes the student’s program of study.

Procedures for revalidating coursework past the seven-year limit:
If the instructor of record is still available, the student may contact her/him and request revalidation of the course. If the faculty member agrees to revalidate the course, she or he must require the student to provide a written demonstration of current competence. This may include: (i) an essay discussing at least four primary texts that are currently on that instructor’s syllabus for the course, or (ii) an annotated bibliography and an essay that reviews four secondary sources on the course subject published since the date of the lapsed coursework. Once the student’s competence has been demonstrated to the faculty member’s satisfaction, the submitted work will be forwarded to the Graduate Advisor, with a memo from the faculty member attesting to the satisfactory completion of the revalidation. The Graduate Advisor will then request that the revalidation be approved by the Associate Dean of the College of Liberal Arts.

If the faculty who taught the lapsed coursework is no longer available to the student, the student shall notify the Graduate Advisor, who will consult with faculty currently teaching that course to determine if someone is willing to assess the student’s competence by one of the means suggested above. If no appropriate faculty member consents to overseeing recertification of a course, the student cannot recertify that course and must either take a replacement course or recertify another appropriate course.

SCHOLARSHIPS AND AWARDS

Awards of Non-resident Tuition/Fee Waivers
The Graduate Advisor can elect to request, on behalf of qualified and competitive students, a non-resident tuition/fee waiver from the Dean of Graduate Studies. In the past decade, the Department of Philosophy has had a perfect record of success (100%) in
obtaining waivers for its out-of-state matriculants (approximately 20 students). The award is good for up to four semesters, and substantially decreases students’ tuition and fees.

The Department affirms the University policy that non-resident tuition/fee waivers can be taken for up to four semesters, such that students who are offered and accept the waiver are contractually entitled to them. However, the Department recognizes a clear and stable distinction between contractual entitlement and moral obligation. And because the residency registration process can be executed within a year of matriculation, the Department requests that out-of-state students who are awarded the waiver take the steps necessary to declare CA residency by or before the end of their second semester. That is while one can take it up for four semesters, one should take it for only two. The Department’s ability to recruit top-quality out-of-state students depends, in part, on its ability to secure non-resident waivers for new applicants; but its ability to secure non-resident waivers for new applicants in turn depends, in part, on those current graduate students who were admitted in a previous cohort and who are currently taking the steps necessary to declare residency themselves, thus ‘returning the favor’ by freeing up waivers for new applicants both in Philosophy and across the University more generally.

Departmental Awards

At the end of every Fall semester, graduate students and upper-division undergraduate students who meet certain conditions are eligible to apply for various scholarships and awards, including the Whittington Scholarship, the Friends of Philosophy Scholarship, the Tang Memorial Scholarship. Eligibility and qualification requirements may vary by scholarships, although applicants are typically asked to satisfy the following requirements:

1. completion of at least 6 units of graduate coursework in Philosophy at CSULB prior to the application deadline.
2. graduate student status in good standing in Philosophy at the time of application.
3. a cumulative undergraduate or graduate GPA (whichever is applicable) of at least 3.2 overall.
4. evidence of plans to complete his or her MA in Philosophy at CSULB.

Previous recipients of the Whittington Scholarship are ineligible for a second Whittington Scholarship. Previous recipients of other scholarships in the Department are eligible for a second scholarship, but will receive a lower priority, based on financial need.

Calls for applications are usually announced every academic year. Only one application is necessary to be considered for all scholarships (applications for the Tang Memorial Scholarships are separate and can be found in the Department of Philosophy main office (MHB 917).

A complete application consists in the following three items: (i) a transcript of all college work completed at schools other than CSULB (the Department will directly access your transcript for work at CSULB, so you do not need to submit a CSULB transcript); (ii) a writing sample; and (iii) a cover letter explaining the reasons for desert. In the cover letter, students should explicitly address the three criteria of merit, promise, and need. The cover letter may also contain additional information which a student feels would be helpful in evaluating your application, including special accomplishments while
at CSULB such as activity or leadership in organizations, community involvement, research, honors, awards, etc., plans for further study or a career after you complete your degree objective at CSULB, or special financial need.

For application procedures, filing deadlines, and other information, contact the Department Chair or Chair of the Scholarship Committee.

The Department of Philosophy also nominates graduate students to other awards for Commencement, including Outstanding Graduate Thesis. Other awards and honors are available, such as Dean’s list.

The Sally Casanova Pre-doctoral Scholarship
The University offers the Sally Casanova Pre-Doctoral scholarship to qualified applicants. See <http://www.calstate.edu/PreDoc/cpdp_program.shtml> to check for eligibility.

Provost’s Summer Stipend
The University competitively awards small summer stipends for collaborative projects between students and faculty mentors. Projects may include editing a volume or collection, research support, bibliometric study, experimentation, etc. Previously, students receive about $2,000.00 and Faculty receive about $500.00 if awarded the stipend.

Liberal Arts Program Scholarship
Graduate students are eligible to compete for in Libertal Arts Scholars Award program, sponsored by the alumni and friends of the College of Liberal Arts. The scholarship is $3,000, and is awarded to outstanding CLA seniors or graduate students planning to do research with a faculty member for the following academic year at CSULB. Students must maintain a 3.5 GPA overall and a 3.75 GPA in the major, and must be nominated by a College of Liberal Arts faculty member.

Graduate Research Fellowships
CSULB offers a lucrative and competitive Graduate Research Fellowship. The Department occasionally has an extremely talented, well-qualified, and outgoing student who may stand a good chance of being awarded a GRF. The scholarship is $9,000 for the academic year. Qualified applicants co-apply with a faculty sponsor.

Other Scholarships and Awards
The Center for Scholarship Information at CSULB has a variety of sources of award information for students who are interested in applying for awards. For further particulars, see: <http://www.csulb.edu/divisions/students/scholarships/>.

GRADUATE EMPLOYMENT

Several employment opportunities are available for graduate students to gain experience assisting in undergraduate courses, grading, and leading discussion groups.
Graduate Assistantships (GA) in Philosophy:
In Spring 1997, the Department of Philosophy began a new ‘teacher-in-training’ program for graduate student assistants leading discussion groups and assisting with grading in lower-division courses. The Department typically employs 3-7 Graduate Assistants each semester. Students should ordinarily expect to be eligible for appointment in their second year of successful graduate studies. For the academic year 2009-2010, students were paid approximately $2,745-$3,140 per semester for 10 hours/week in five monthly installments of $549-$628 up to a total of 10 hours/week. Students interested in this program are urged to take the Department teaching seminar PHIL597, as well as to gain experience working with students through employment at the Learning Assistance Center or participation in the Department's Philosophy in the Schools Program.

Departmental reader positions are sometimes available for qualified persons. A reader works closely with a member of the faculty, but is not responsible for instruction.

A call for applications for Graduate Assistantships and Student Assistantships is made every semester. Please check the Department’s website for the announcement and application deadline; questions or concerns can be emailed to the chair of the Department or Graduate Advisor.

Graduate Tutorialships (TU) in Philosophy:
The Department occasionally receives funds to ‘support success’ initiatives, and hires graduate students to provide tutoring support across all sections of General Education courses such as PHIL160: Introduction to Ethics or PHIL170: Critical Reasoning. Hence, rather than being assigned to a particular section, graduate student tutors run open advising/office hours (10 hrs/week) to help students with coursework, test preparation, and generally improving their skills in critical thinking and mastery of basic logical concepts. Tutors are support resource only, and are not responsible for grading. Pay for graduate student tutorialships is equivalent to that of a regular GAship.

Graduate Assistantships (GA) in other Departments at CSULB:
Other Departments in the College of Liberal Arts (e.g., English) and in other Colleges occasionally hire GAs and TAs from other departments, and graduate students in Philosophy have sometimes served as a GA for other departments. Further information can be found at <http://www.csulb.edu/divisions/aa/personnel/jobs/cla/>. Application procedures may vary between departments.

Supplemental Instructorships (SI) at CSULB’s Learning Assistance Center:
Some undergraduates enter College lacking the foundational knowledge and skills for college study. Such students are targeted by the Learning Assistance Center (LAC) as part of CSULB’s so-called ‘Beach Learning Community’ for additional help. The LAC occasionally hires graduate students in Philosophy to serve as Supplemental Instructors or ‘Peer Leaders’ to help these students fill in gaps in their educational skills so that they can handle college-level coursework. Beach Learning Community students who obtain help from SIs often perform at levels of at least a full letter grade higher in the course than those students who do not, and have a better understanding of the material.

SIships involve many of the same duties as a GA in Philosophy, and frequently serve alongside GAs in the very same 100-level GE courses in Philosophy. More specifically, an SI attends course lectures with the students and then leads tutorials each week. The SI
is never a substitute for attending class. His or her job is to facilitate learning, not to reproduce the lecture or introduce material or approaches not covered by the professor. SIs work collaboratively with the instructor and each other to maximize student success.

SIs receive orientation about the learning process and pedagogical training for helping students learn, both before and during the semester. The position can range from 10-18 hours per week. Any student holding a TAship, GAship or other position exceeding 8 hours per week cannot work the additional hours required by SI due to the 20-hour limit for student employment. Interested students should consult the appropriate staff member at the LAC for an interview. For additional information about the application process, see:

Student Assistantships (SA) and Federal Work/Study
The Department sometimes has funds available to hire SAs, for both the regular academic year and summer sessions. SAs tend to be, but are not limited to, undergraduates who apply for work/study programs as part of their Federal financial aid. SAs are responsible for assistance within the Philosophy Department Office, and may not work more than 20 hours per week. Application forms can be found on the Department website, or can be picked up from the main office.

Residential Assistantships (RA)
The Office of Housing and Residential Life (OHRL) has employment opportunities for Faculty in their faculty-in-residence program, but may also have opportunities for graduate students who are looking for RAships or for financial assistance for living expenses. See for more information.

Other Sources of On-campus Employment and Funding
The Office of Graduate Studies (OGS) has a variety of sources of graduate assistance and aid. For further information about funding and financial assistance from OGS, please see:

Other programs, centers, and offices around CSULB hire students part-time (e.g., Disabled Student Services, Library, Bookstore, Isabel Patterson Child Center). Much of this student employment is run by Associated Students, which also has a variety of other sources of funding . See also:

Lastly, for additional opportunities both on- and off-campus, students may also check with the Career Center .

PLACEMENT
The discipline and academic market in Philosophy continues to be constricted, and possibilities of placement out of any BA or MA program are generally limited. Despite that, the Department of Philosophy at Cal State Long Beach has a strong placement record comparable with the top terminal MA programs in the United States. Although
some data is incomplete or has changed, to the best of our knowledge (circa SU10) the Department has awarded 127 Masters Degrees since 1988.

- 58 of the 127 graduates chose to apply to doctoral programs.
- 53 (or 91%) of these 58 were admitted to a doctoral program.
- 45 of these 53 were admitted to a PhD program in Philosophy, and 7 were admitted to doctoral programs in other disciplines (e.g., Law, Education, Film Studies, Architecture).
- 30 of the 45 admitted to a PhD program in Philosophy (or 67%) were admitted to one (or more) of the top-50 PhD programs in the United States (as ranked by the Philosophical Gourmet Report <http://www.philosophicalgourmet.com/>).
- Of the 69 graduates that chose not to apply to PhD programs, at least 21 (or more than 30%) went on to teach Philosophy as Full- or Part-time Adjunct Professors or Lecturers at various universities and community colleges around the United States and Canada.

The PhD programs that our MA students have been placed at include, among others: University of Wisconsin, Boston University, University of Toronto, Indiana University, UC Irvine, UC Los Angeles, UC Riverside, UC Santa Barbara, UC San Diego, Notre Dame, University of Michigan, University of Maryland, University of Texas-Austin, London School of Economics, University of Oregon, Ohio State University, Villanova University, Fordham University, Washington University in St. Louis, Vanderbilt University, University of Minnesota, University of Alberta, Illinois Urbana-Champaign, Boston College, Florida State University, Arizona State University, Claremont Graduate School, Emory University, Loyola University of Chicago, University of Tennessee, University of Nebraska, Syracuse University, University of Utah, University of Western Ontario, University of Southern California, Temple University, University of Cincinnati, York University, Tulane University, Purdue, CUNY Graduate Center, University of Connecticut, and Johns Hopkins University.

Alternatively, some students have found jobs teaching with an MA, including lecturer positions within the CSU. Other students have found employment, e.g., in the computer industry by virtue of their formal logic and problem-solving skills. Other students have found work in Architecture and Law firms, such as University of Southern California Law School, Loyola Law School, UC Irvine School of Law, and others. Still others have chosen to combine their graduate studies in Philosophy with a teaching credential in secondary or elementary education, preparing themselves in some field other than Philosophy.

MA students who are interested in applying to Ph.D programs or in obtaining a teaching position in Philosophy should begin by consulting both the thesis or exam chairperson, as well as the Graduate Advisor. Students should think seriously about composing a writing sample, and should request transcripts from the university, and should solicit letters of recommendation from those members of the faculty acquainted with the student's academic potential and character. Recommenders should be given sufficient time to compose their letters. If the student is looking for employment outside of Philosophy, the University Placement Office may also be of assistance.
DEPARTMENT EVENTS: CONFERENCES, COLLOQUIA, etc.

The Department of Philosophy has an active event schedule. This includes ongoing reading groups (SP11, Gary Hatfield’s *Perception and Cognition*); hosting occasional visitors (e.g., Fulbright exchange SP09) as well as speakers (see below); and hosting numerous conferences. Recently hosted conferences include:

- *Philosophy Day*, one-day Department Symposium (SP12, SP13, SP14, SP15, …)
- *Autonomy and Recognition*, annual meeting of the Pacific Division of the Society for Women in Philosophy (FA11)
- *Ethical and Social Scientific Perspectives on Well-being*, sponsored by the Cognitive Science Group (SP09)
- *Horizons of Vision Research*, sponsored by the Cognitive Science Group (SP08)
- 11th annual California Conference in Early Modern Philosophy (FA07)
- *Mirror Neurons and Cognition*, sponsored by the Cognitive Science Group (SP07)
- 10th annual California Conference in Early Modern Philosophy (FA06)
- *The Epistemology of Artificial and Natural Systems*, sponsored by the Cognitive Science Group (SP06)
- *Reasoning, Rationality, and Know-How*, sponsored by the Cognitive Science Group (SP04)
- *The Epistemology of Artificial and Natural Systems*, sponsored by the Cognitive Science Group (SP06)
- 5th annual *Southern California Philosophy Conference* (FA00)

The Department, along with the Student Philosophy Association, has sponsored a wide variety of speakers for talks and colloquia, and the Center for Applied Ethics also hosts a regular colloquium series each semester as well. Some of the more recent talks included (see the Department’s website for a fuller list):

- Janet Levin, USC: ‘Is There a Hard Problem of Consciousness?’ (5/2/14) [Philosophy Day Keynote]
- John Corvino, Wayne State University: ‘The Definition of Marriage’ (2/6/14)
- Aaron James, UC Irvine: ‘On the Philosophical Interest and Surprising Significance Of the Asshole’ (5/3/13) [Philosophy Day Keynote]
- Robin Jeshion, USC: ‘Dehumanizing slurs’ (5/11/12) [Philosophy Day Keynote]
- Maria Svedberg, Stockholm University: ‘Free will and Determinism: David Lewis’s Local Miracle Compatibilism’ (5/10/12); comments by Daniel Speak, Loyola Marymount
• David M. Adams, Cal Poly Pomona: ‘Fairness, Experimental Research, and the Desperately Ill’ (4/26/12)
• H. E. Baber, University of San Diego: ‘Freedom that matters’ (4/11/12)
• Eric Schliesser, University of Ghent: ‘Spinoza and the Newtonians on Motion and Matter (and God, of Course)’ (10/21/11)
• Julie Tannenbaum, Pomona College: ‘The Promise and Peril of the Pharmacological Enhancer Modafinil’ (4/14/11)
• Jeremy Heis, UC Irvine LPS: "Kant on Parallel Lines” (4/7/11)
• Sean Greenberg, UC Irvine Philosophy: ‘Occasionalism and Human Freedom in Malebranche: Things that Undermine Each Other’ (3/3/11)
• Mohammed Abed, Cal State Los Angeles: ‘What is Genocide?’ (2/24/11)
• Steven Luper, Trinity University: ‘Retroactive Harm’ (2/17/11)
• Ericka Tucker, Cal Poly Pomona: Global Justice without Human Perfection: 17th Century Foundations of a Non-Teleological Perpetual Peace’ (11/18/10)
• Adam Swenson, Cal State Northridge: ‘Gnawing, Searing, Stabbing and Throbbing: What Pains Might Represent’ (9/21/10)
• Alexander Klein, Cal State Long Beach: ‘Francis Galton's Experimental Philosophy: The Case against Berkeley on Abstract Ideas’ (9/19/10)
• Jens Johansson, Stockholm Univ.: ‘The Philosophy of Death’ (5/13/10)
• Noell Birondo, Claremont McKenna College: ‘Environmental Ethics and the End of Nature’ (4/22/10)
• Michael Cholbi, Cal Poly Pomona: ‘Direct Kantian Duties to Animals’ (4/13/10)